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icans should take exception to the author's views on corporal punishment, but, aside from this one point, the advice given teachers, both as to general attitude and as to specific problems, is admirable.

W. B. O.

Elementary Latin Writing. By CLARA B. JORDAN. New York: The American Book Co., 1905. \$1.

A textbook that is the product of actual experience in teaching always commands respect and often is, when announced, awaited eagerly as perhaps the solution of a vexing problem. Miss Clara B. Jordan's *Elementary Latin Writing* is a remarkably happy compromise between two widely divergent practices: that of teaching Latin grammar through composition, and that of teaching Latin composition and letting grammar take its chance. The latter practice, heralded as relief from intolerable drudgery, almost drove out of the field the so-called textbooks of Latin composition that were merely clever collections of e. g.'s. The result of this wholesome, but too wholesale, reform is well known and need not be mentioned. Now we are beginning to receive books conceived in a spirit of calm acceptance of two principles: that Latin grammar is satisfactorily taught only with the aid of Latin writing; but Latin writing is an end in itself, apart from its value in impressing upon the pupil's mind the facts of Latin grammar. Miss Jordan's book, which ought to be covered and reviewed easily in the high-school four-year course, proceeds gradually from intensive work on the grammar to connected passages of great variety and increasing difficulty. Throughout there is a certain crispness and directness that recommends this book as an extraordinarily useful manual. Individual features, the outcome of personal predilection of the author, add a charm unlooked for in the treatment of so unromantic a subject. Incidentally the exercises contain information that is of great value to the young student, especially the exercises numbered 7, 20, 21, 26, 27, 28, 29, 30, 32 and following. The coming of this and similar textbooks will perhaps rescue Latin composition from its anomalous position.

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Science of Education. By RICHARD GOUSE BOONE, A.M., Ph.D. New York: Charles Scribner's Sons, 1904. Pp. xiii+407.

Education is defined by Dr. Boone as "the life process by which the individual is matured," and the science of education as "the body of organized laws or principles in accordance with which this process takes place." Education in this broad sense thus becomes in the individual practically synonymous with development, its outcome in the race being civilization; and the science of education has for its rather extensive task "the explaining the nature of man as a developing creature, the motives and conditions involved in his maturing, and the social and personal factors that enter into the problem."

The underlying thought of the book, which becomes in the words of the author its "unifying principle," is that embodied in the previously quoted definition, viz., that education is fundamentally a process of human growth. All things that contribute to that growth are educative, and must be taken cognizance of in a science of